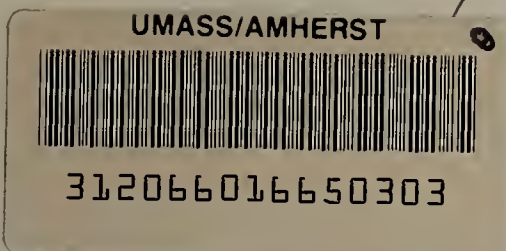


MASS. ED 1.2: C38 / School / 995



School for Early Literacy  
Charter School Application  
Commonwealth of Massachusetts



Peg Handrahan  
Philip Manna

# 95-30

RECEIVED

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EXECUTIVE OFFICE  
OF EDUCATION

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OFFICE OF THE  
DIRECTOR

Feb. 15, 1995

To The Reviewers,

Each year more and more of our youngest students enter school needing greater amounts of care and attention. All these children can learn and succeed in school but they will not unless they receive the cognitive stimulation they need.

Traditional compensatory pull-out programs have had limited success at best and now find themselves overwhelmed with the increase demands for their services. There is a better way. Our School For Early Literacy with a class size of 12 students will guarantee that all our children get the coaching and nurturing they need to thrive. Unlike a typical public school, our school's organization and educational program are carefully designed to uphold the beliefs we share about teaching children to read and write.

Our vision for a school which promotes literacy in our youngest students came together over the past month and a half. As a result we did not have the time to include glowing testimonials and letters of support from prominent educational and political leaders. What we do have is an idea for a school that will help our neediest children learn to read. Thank you for your consideration.

Sincerely,

*Philip Manna*  
*Peg Handrahan*

Philip Manna  
Peg Handrahan





# 1995 Charter School Application

## Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

School for Early Literacy

Proposed Charter School Name

Boston

School Location (city/town)

Contact Person

First Philip Manna Middle J Last Manna

Organization -- Address 45 Tremlett St

City Dorchester, MA State MA Zip 02124

Telephone (617) 265-6156 Fax ( )

### Founding Coalition:

(Check Box)

|                              |                                     |                             |
|------------------------------|-------------------------------------|-----------------------------|
| Parents                      | Teachers                            | Private For-Profit Business |
| <input type="checkbox"/>     | <input checked="" type="checkbox"/> | <input type="checkbox"/>    |
| Community Based Organization | Museum                              | Other Founding Group        |
| <input type="checkbox"/>     | <input type="checkbox"/>            | <input type="checkbox"/>    |

### Grade Level

(Check Box)

Elementary ☐  
Middle ☐  
Secondary ☐  
Other Grade Level ☒ K-3

### Projected Student Enrollment

|   |                   |
|---|-------------------|
| Projected Student Enrollment (1st Year) | 60                |
| Projected Student Enrollment (2nd Year) | 90                |
| Projected Student Enrollment (3rd Year) | 120               |
| Projected Student Enrollment (4th Year) | 150               |
| Projected Student Enrollment (5th Year) | 150               |
| Total Number of Teachers                | year 1 5 teachers |
| Teacher/Student Ratio                   | 1:12              |

In what type of community will the Charter School be located?

Urban School District ☒ Rural School District ☐  
Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☐ No ☒

### School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The School for Early Literacy is dedicated to developing a child's ability to read books and write stories.

(See executive summary for more detail)

### Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.



## Executive Summary

### **Proposal for a School For Early Literacy**

*Towards a Renewal of Public Education in Boston*

Peg Handrahan

Philip Manna

The Charter School For Early Literacy will be a tuition-free public school open to all of Boston's children. With no admission requirements, the school will serve a student body that is representative of Boston's diversity. Its main academic focus will be to develop a child's ability to read books and write stories.

**Opening** September, 1995

**Location** Likely located in an unused parochial school in Boston or in the same building as a Charter School which has already gained approval.

**Grades** The school will contain ungraded primary units serving students 5 years old to 8 years old, Grades K - 3. The school will open with an enrollment of 60 students.

**Class Size** Each class will 12 students.

**School Year / School Day** The school will follow the Boston public school calender of 180 days.

**Curriculum** The academic curriculum is designed to develop all the abilities young children need to read and write continuous text. We believe these abilities are developed best by having children spend large amounts of time reading and writing with someone who has a clear understanding of what a child knows and and uses it as a foundation to build to build new skills and knowledge. In addition, our school will offer an activity based Math/Science/Art program.

**Organization** The morning will be devoted to an uninterrupted block of time for Reading and Writing. The afternoon will focus on Math/Science and other essential primary school experiences.

**Professional Development** Teachers will engage in learning and planning opportunities before school.

**Transportation and Lunches** Parents will be required to provide transportation to and from school and will be responsible for their child's lunch. The school will offer a mid-morning snack.



General Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system.

1. Introduction

The proposed system is designed to improve the performance of the system by reducing the time required for the system to process the data.

2. System Description

The system is composed of a number of modules, each of which performs a specific function.

The system is designed to be flexible and adaptable to changes in the requirements of the system.

3. Methodology

The methodology used in this study is based on the principles of the scientific method.

The data was collected from a number of sources, including the system logs and the results of the experiments.

The results of the experiments are presented in the following sections.

The system was tested under a variety of conditions, including different data sets and different system configurations.

The results of the tests are presented in the following sections.



# CHARTER SCHOOL APPLICATION

## 1.) MISSION STATEMENT:

### A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.

The School for Early Literacy is dedicated to developing a child's ability to read books and write stories. We believe that this ability is developed best by having children spend large amounts of time reading and writing with someone who has a clear understanding of what a child knows and uses it as a foundation to build new skills and knowledge. It is developed best when children are actively involved, carefully coached, and expected to learn by someone who cares about them. It is developed best when someone is able to communicate to children their personal enthusiasm for a good book and a well written sentence.

### B. What impact do you hope your charter school will have on the state of public education in the Commonwealth of Massachusetts?

Our school will demonstrate how these widely accepted beliefs about teaching reading and writing can be practiced whole-heartedly across grade levels to accelerate student learning. We hope that what spreads from school to school is not so much our practices but rather our freedom.

## 2.) SCHOOL OBJECTIVES:

### A. What are the schools broad academic objectives for student learning?

### B. Describe any non-academic goals for student performance.

Traditionally in education children in grades K-3 learn to read ; in grades 4-5, they read to learn. The broad objective for our School for Early Literacy is to teach our children how to speak, write, read and think at a grade appropriate level. When our students have finished their educational program they will be able to

- grasp the meaning of texts
- they will be eager to talk, read and write
- able to compose and write simple texts
- able to read narrative and non-narrative texts

The promotion of rigors standards of performance in our school is the necessary foundation of a good education. We will focus on academic success and shall get academic success.

Believing that the nurturing of character in our students is necessary to the foundation of a good education, we see our academic objectives woven tightly with our non-academic objectives. We seek to help children develop a respect for one another in affirmation of differences in culture and background. We will work to develop reliable standards of right and wrong.



### **3.) STATEMENT OF NEED:**

#### **A. Why is there a need for this type of school?**

More children are coming to school who have not had experiences that will help them learn to read and write. When a young child is talked to or read to, they are receiving stimulation that is essential to the maturation of the child's brain. These important experiences provide the foundation upon which schools build early literacy. Without these experiences school progress is limited.

Children who lack this stimulation come from all types of families. They come from the families of poor inner city parents who work day and night to make ends meet. They come from unmarried teenagers who are not prepared to be mothers. They come from financially secure parents who return home at the end of a day with only enough time to feed their children and put them to bed.

All children can learn but they won't unless they receive the care and attention they need. Schools must do their part by finding ways to reorganize themselves which allow our youngest students to get the stimulation they need to develop.

#### **B. Explain why the charter school model would be an appropriate vehicle to address this need.**

The typical public school day is now organized to comply with the many city and state regulations and union work rules. Education is often an after thought that somehow is expected to happen between the breakfast /lunch schedule and around teacher planning time.

The type of school reorganization that is necessary can only be accomplished by a school that has a license to comply first and foremost with its beliefs about teaching and learning.

### **4.) PROFILE OF FUNDING COALITION:**

#### **A. Describe the make up of the group or partnership that is working together to apply for a charter.**

The founders of the School for Early Literacy are both Boston Public School teachers currently teaching at the Dever School in Dorchester.

**Philip Manna** has 19 years teaching experience working in grades K-8 in both inner city and suburban public schools. Over the course of his 11 years of service within the Boston Public Schools he has worked as a Reading Recovery Teacher, a Science Specialist, and a Planetarium Director. Mr. Manna is currently enrolled as a student at Lesley College studying the research and practices of the noted Australian Early Literacy Specialist, Marie Clay. He has been and active member on school site councils and believes passionately that a school community must have the freedom to articulate what their school will stand for, and the authority to uphold it.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
JANUARY 1950

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES  
OF THE UNIVERSITY OF CHICAGO  
FROM THE DEPARTMENT OF CHEMISTRY

RE: REPORT OF THE DEPARTMENT OF CHEMISTRY  
FOR THE YEAR 1949

THE DEPARTMENT OF CHEMISTRY  
HAS THE HONOR TO ACKNOWLEDGE  
THE RECEIPT OF YOUR LETTER  
OF JANUARY 10, 1950

AND TO INFORM YOU THAT  
THE DEPARTMENT OF CHEMISTRY  
HAS THE HONOR TO ACKNOWLEDGE  
THE RECEIPT OF YOUR LETTER  
OF JANUARY 10, 1950



In addition to his experience as an educator, Mr. Manna has been employed as a full time curriculum writer for the Technical Education Research Center, TERC. He is currently working as a curriculum developer on a project for the Massachusetts Institute of Technology at the Center for Computing Initiatives.

Mr. Manna earned his B.S. from the University of Massachusetts and a Masters Degree from the Harvard Graduate School of Education. He earned his MEd. by researching and evaluating a wide range of inner city school improvement initiatives. His views on school improvement have been published in Teacher Magazine, the Boston Globe, Science and Children, and the Harvard Alumni Bulletin.

**Peg Handrahan** graduated from Bridgewater State College in 1966 earning a B. S. in Education with emphasis in Early Childhood Education. Upon Graduation, she taught first graders in Weymouth and served on a committee to select a primary reading program for the town.

In 19970, having earned a Masters Degree from Boston College, Ms. Handrahan accepted a position as a Reading Specialist in the town of Milton. During her tenure in this system, Ms. Handrahan established and coordinated a parent volunteer program, designed and participated in structural changes for reading instruction in the primary grades and contributed to many staff development workshops. While serving on a team that implemented changes in education as dictated by MGL Ch. 766, she earned certification as a teacher of children with moderate special needs. As an outcome of the regulations defined by Ch.766, Ms. Handrahan designed and supervised a Resource Room program for Grades 1-6.

In 1980, Ms Handrahan took a position as Organizational Director for the Massachusetts Republican State Committee. She then worked for a year as a Research Analyst at the House of the House Minority Leader at the State House.

In 1986, Ms. Handrahan returned to the field of Education accepting a position in the Boston Public Schools as a Resource Room teacher at the Paul A Dever School, where she is currently completing her 23 year of teaching.

**B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profit, or any other entities or groups.**

Mr. Manna and Ms. Handrahan began their collaboration on the School for Early Literacy during their efforts to make changes at the Dever School, and from their commitment to helping young children read and write.

**C. Include any plans for further recruitment of founders or organizers of the school.**

We are involved in assembling a cabinet of people from a variety of backgrounds and professions who are committed to the mission of the School for Early Literacy. Once



our group is established we plan to meet frequently to discuss issues leading to the schools opening.

## **5.) SCHOOL DEMOGRAPHICS:**

### **A. Describe the area where the school would be located.**

Our school will be located in the city of Boston. No facility has been secured at this time, but we are looking into several potential locations. We are currently involved in discussions with the Dioceses to locate in one of their under-used or discontinued parochial schools. In addition we are pursuing the possibility of moving into the same site as an approved Charter School. Our school will occupy a separate section of the building.

### **B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

We would look favorably on any location in an urban setting, that would be close to established neighborhoods, accessible to public transportation and would afford participation in any cultural activities of the city.

### **C. Describe any unique characteristics of the student population to be served.**

Our student population will reflect the racial and economic diversity of Boston's many neighborhoods. Our students will come from any family that values a strong literacy program for their children. Our school might be of particular interest to non-English speaking parents because of our emphasis on the development of early language skills. Many parents may also favor the small student/teacher ratio our school has to offer.

### **D. What are the school's enrollment projections for the first 5 years? What is the school's ultimate enrollment goal.**

For 1995 opening

1995 - 60 students

1996 - 90 students

1997 - 120 students

1998/99 - 150 students

The school's ultimate enrollment goal is 150 students.

### **E. What grade levels will be served? How many students are expected to be in each grade grouping?**

Our school will serve grades K- 3. There will be approximately 12 students per class.

K1- 12 students

K2- 12 students





1st - 12 students  
2nd- 12 students  
3rd - 12 students

**6.) RECRUITING AND MARKETING PLAN:**

**A. Demonstrate how you will publicize the school to attract a diverse pool of applicants.**

Publicity for our school will be carried out at the grassroots level. Fliers will be sent to neighborhood organizations, local churches and the numerous preschool and day care centers throughout the city. Adds describing the School for Early Literacy will be put in local neighborhood newspapers. Opportunities for free media coverage will be pursued in the local press as well as on Cable TV programming.

**B. What type of outreach will be made to potential students and families?**

Members of the Board of Trustees will actively participate in the recruitment of students for the School for Early Literacy. Attendance at neighborhood and church meetings will afford the opportunity to acquaint parents with the objectives of the school. Phone contact and/or meetings will be arranged with interested parents.

**C. Describe efforts to recruit students without parents to advocate on their behalf.**

For students without parents to advocate on their behalf, we plan to contact leaders in various ethnic neighborhoods - Spanish, Vietnamese, Chinese, Haitian, to acquaint them with the school and with the procedures for application. Social service, day-care and health agencies will be contacted seeking referrals. Contact will be made with the parents describing the advantages of this school for their child. In addition, the founders will visit neighborhood laundry mats to speak with mothers and their children about our school.

**7.) ADMISSIONS POLICY:**

**A. Describe the admissions methods and standards you will use to select students.**

Our Literacy Center will be a public school dedicated to developing a child's ability to read books and write stories. We are interested in all students from families who are interested in us. There will be no admissions tests or requirements.

**B. Describe the process and timetable to be used for admitting students, include plans the admissions lottery for students both within and outside the district.**

The recruitment of students for admission to our school will begin as soon as our charter is approved and end when we have reached our enrollment goal for year one. Parents who are interested in our school will have an opportunity to visit the school site this spring and summer to learn more about the nature of our school. Parents who make the decision to enroll their son or daughter will be asked to fill out a dated



application which asks for their name, address, and information concerning their child's previous schooling. For the schools opening year, children will be admitted on a 'first come first serve' basis. A lottery will be held in subsequent years to fill openings in the various grade levels if too many students apply.

**C. Explain how these policies further the mission of the school in a non-discriminatory fashion.**

Our schools' location, the wide spread appeal of our mission, and our extensive recruitment efforts will naturally lead to a diverse student population.

**8.) TIMETABLE**

|               |  |
|---------------|--|
| March, 1995   | Charter Awarded, Recruitment of Board of Trustees, Advisory Board  |
| April, 1995   | School facility identified, student and teacher recruitment begins |
| May, 1995     | Order books, furniture, supplies etc.                              |
| June, 1995    | Student and teacher selection process completed                    |
| July, 1995    | Equipment, furnishings etc. installed in facility                  |
| August , 1995 | Final preparations, staff development                              |
| Sept., 1995   | School opens   |

**9.) EVIDENCE OF SUPPORT:**

- A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.**
- B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.**

We are involved in collecting surveys and letters of support from teachers, parents and community leaders. Our 40 years of combined teaching experience lead us to believe that, without a doubt, there is widespread support for a school dedicated to developing early literacy.

**10.) EDUCATIONAL PROGRAM:**

- A. Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.**





- B. What is the basis for the teaching methods to be used?
- C. Describe the school calender and hours of operation of the school.

| Schedule         |   |
|------------------|---|
| <b>Morning</b>   |   |
| 8: 30 - 9:15     | Teacher Planning and Development                      |
| 9: 15 - 9:30     | Students arrive and enter school                      |
| 9:30 - 12:00     | Reading/Writing (20 min. snack time/ recess embedded) |
| 12:00 - 1:00     | Lunch /Recess/ PE Games<br>Quite time                 |
| <b>Afternoon</b> |   |
| 1:00 - 2:00      | Math/Science  |
| 2:00 - 3:00      | Arts/Music/Culture                                    |
| 3:10 - 3:20      | Dismissal   |

#### TEACHER PLANNING AND DEVELOPMENT

The staff at the School for Early Literacy will enjoy the opportunity for professional learning/collaboration and individual daily preparation before students arrive. See application question 13 C for a more detailed description of the professional development opportunities that will take place at this time.

#### READING AND WRITING

**What students will learn.** Listed below are some vital abilities our school will develop by the end of our students early childhood program.

- how to hear and record sounds in words



- how to attend to the details of print, the rules of direction and the sequence of letters and the order of words.
- how words are built and can be taken apart in reading
- how to get to new words in reading and writing from known words
- how to quickly access words in their reading and writing vocabulary
- how to use feedback, monitoring and self-correction strategies in both reading and writing
- how to record their ideas and spoken words into printed messages.
- how to build the meaning of a book as they read.
- how to read in a phrased and fluent manner

**How it will be taught.** The procedures our teachers use to develop these abilities will be consistent with the findings of noted Australian educator Marie Clay and many others who have found that children develop these abilities best when :

- they spend large amounts of time reading and re-reading books
- the process of reading is closely connected to the process of writing
- the teacher has a clear understanding of what each individual child knows and uses it as a foundation to build new skills and knowledge

Reading , Language Arts and Math programs will be written for individual children. The developmental objectives in these individualized plans will be constantly assessed, refined and upgraded.

A class size of 12 students will make the application of these beliefs possible.

## MATH/SCIENCE

**What they will learn.** Although our schools primary focus is literacy our students will also receive instruction in other subject areas. Our school will use the National Council of Teachers of Mathematics and state developed Frameworks for Math as a guide for each grade level.

**How it will be taught.** All the procedures our teachers use to help students build an understanding of fundamental math and science concepts will be consistent with the findings of many educators, that children learn best by doing. Our students will learn science by acting as scientists. Our schools' activities will encourage students to wonder and observe the things that occur in nature. They will be taught to give an account of what they observe using pictures, words and the language of mathematics.

## ART/MUSIC AND CULTURE

**What they will learn.** During this time children will sing songs, dance, paint pictures, make things and learn about themselves and others.





**How it will be taught.** The procedures our teachers use to help students engage in these essential primary school experiences will be consistent with the belief that, like the stories they write, the arts are a vital means of self expression.

The School for Early Literacy will follow the Boston Public School calendar for vacations and holidays.

#### **11.) STUDENT PERFORMANCE:**

##### **A. Describe your proposed plan to assess student performance.**

Each student will be working on the objectives in his/her individualized educational plan. Folders with skills checklists compiled by Barbe, Durell, Dechant, Piaget and others will be completed and amended as students move through the developmental skills in their program. Writing portfolios as devised by John Collins will be utilized to measure growth in writing skills. Teacher made assessments will be used as informal inventories and diagnostic math assessments designed to measure growth in all areas of mathematics.

##### **B. What remediation will be available for under performing students?**

Because of the small teacher-pupil ratio, pull-out programs for remediation will not be necessary for under performing students. Students will be provided with appropriate remedial work within the classroom setting. At the same time they will be challenged to read or perform grade level tasks in mathematics with whatever supportive help is necessary from their classroom teacher. A program will be initiated over the course to train parents to act as tutors for their children.

##### **C. How will student development towards the schools stated learning objectives be measured?**

Students will participate in standardized testing program. They will also participate in assessments designed by the Common Core of Learning as they become available.

#### **12.) ACCOUNTABILITY:**

##### **A. What methods of the self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?**

The following methods of self-assessment will be used.

- A portion of our Teacher Planning and Development time each week will be spent discussing evidence seen in our lessons, our curriculum and in our students which can be used to informally determine if our current practices are upholding our stated mission.
- Each year members of our Board of Trustees will spend time in our school gathering information and observing. These formal visits in addition to other unscheduled visits throughout the year, will form the basis of the Annual Review of our school program.
- Standardized tests scores will also be employed to determine our students progress in the major academic areas.

##### **B. How will teachers and administrators be evaluated? Describe your**



**standards for teacher and staff performance.**

Our teachers and staff will be formally evaluated according to the following criteria.

- Ability to work with individual students
- Ability to work with a class of students
- Ability to work with other teachers
- Ability to work with parents
- Ability to practice the beliefs our school stands for.

Our teachers will be evaluated informally by a peer of their choice. The school director will evaluate teachers based on unscheduled informal visits and by two formal visits.

The schools' director will be formally evaluated according to the following criteria.

- Ability to work with students
- Ability to work with other teachers
- Ability to work with parents
- Ability to work with the Board of Trustees
- Ability to implement school wide practices which uphold the beliefs the school stands for.
- Ability to oversee the fiscal management of the school.

The schools director will be evaluated by the staff in the form of a confidential questionnaire and by the Board of Trustees.

**C. How do you plan to hold your school accountable to the public and the parents of the children in attendance at your school?**

Parents and community members will be represented on the Board of Trustees. Each year a summary of the schools evaluation by the Board of Trustees will be made available to parents and interested community members in the form of an Annual Report.

**D. Discuss your plans for regular review of school budgets and financial records.**

Each year our schools budget and financial records will be made public in the form of an Annual Report at a school meeting. Copies of the Annual Report will be made available to interested parents and community members upon request.

**E. Describe your system for maintaining school records and disseminating information required under public school law, including the annual report, as set forth in M.G.L... c.71,s.89.**

Each year all members of our school community and the public will be invited to a school meeting . At this meeting the Annual Report will be presented and questions concerning it will be answered by the Director and members of the Board of Trustees.





### **13.) HUMAN RESOURCES INFORMATION:**

- A. Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials.**

Each candidate must demonstrate a belief in and commitment to the school's mission. They must each bring to the position a specific interest, talent and ability that will provide our students with the support, encouragement and enthusiasm needed to succeed. They must demonstrate the ability and willingness to work as part of a team.

A Bachelor's degree with teaching certification will be a requirement for employment.

- B. What is the targeted staff size and teacher/student ratio?**

The School for Early Literacy will have a staff of 5 teachers when school opens in the Fall of 1995. The teacher student ratio will be 1-12.

- C. What professional development opportunities will be available to the teachers and staff.**

Staff development will be provided each morning before children arrive for school. During these sessions teachers will be introduced to techniques, strategies, methods and materials that will help them to attain their goals and objectives. Individuals with specific areas of expertise will be invited to address the staff.

- D. Describe your human resource policies governing: salaries, contracts, hiring and dismissal, benefit packages.**

Salaries and benefits offered to the staff will be competitive with those provided by the Boston Public Schools. Teachers will be employed on an annual contract and may be dismissed by the Director.

### **14.) SCHOOL GOVERNANCE:**

- A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.**

Philip Manna, one of the founders, will serve as the initial director of the School for Early Literacy. In the future the director will be chosen by the Board of Trustees. The Director will be responsible for the day-to-day operations of the school. He will serve as the schools' educational leader, chief financial officer, and liaison to the Board of Trustees and the community. Most importantly, the director will serve as the 'keeper of the vision', and take action to ensure that the school's organization and practices are consistent with the school's mission.

- B. How will the board of trustees be chosen?**

Initially the two founders of the school will recruit and interview prospective Board of Trustee members. In the future the sitting Board will review the qualifications of prospective members or new members. We will seek to choose Board members with the following qualifications:



- Financial expertise
- Ability to do community outreach
- Political connections
- Legal expertise
- Connections to major colleges /universities
- Media connections
- Fund-raising experience
- Knowledge of literacy pedagogy

The Board of Trustees will have an an odd number of members, and will eventually have more than 5 but fewer than 13. The founders will assemble a Board that reflects a diversity of talents, backgrounds and political beliefs.

**C. Describe the roles and responsibilities of the board.**

The Board of Trustees will hold the School for Early Literacy accountable to it mission. It will hire, evaluate and dismiss the director. It will advise the director on personnel issues, legal matters, and the school budget. The Board will approve the Annual Report and help shape the long term plans for the school.

**D. Describe the relationship of the board to teachers and administrators.**

The teachers will serve at the discretion of the Board with the recommendation of the director. The Board will hire, evaluate, advise, and if necessary fire the director.

**E. Discuss the nature of parental and student involvement in decision-making matters.**

In compliance with the 1993 Massachusetts Educational Reform Act, the School for Early Literacy will have a Local School Advisory Council composed of teachers, parents and community members. The council will advise the director in accordance with the 1993 Educational Reform Act. There will also be a parent and teacher who will formally serve on the Board of Trustees.

**15.) SCHOOL COMMUNITY:**

**A. What type of community involvement do you wish to foster at your school?**

Education must be a task shared by the entire community. We intend to establish a strong alliance with the community as well as with the home. The education of a child extends to the home, the local shopping center; to wherever the child spends time. We will draw on the expertise and example of others, policemen, mailmen, clergymen,coaches, store owners. We will build a volunteer force from local businesses, community workers, health care providers, etc.

**B. Describe the nature and extent of parent involvement in the life of the school?**

**C. Describe the relationship of your school to the surrounding**







**community, and vice versa.**

The School for Early Literacy will have a School Site Council in which parents teachers and members of the business community will participate. A strong parent organization will be encouraged. The school will offer workshops for parents addressing their questions and concerns. A parent-volunteer program will be initiated, encouraging parents to spend time in the school reading aloud to children or tutoring them in an area of need.

#### **16.) REPLICABILITY AND DISTRICT RELATIONS**

**A. How will your charter school offer replicable educational models to schools in surrounding districts?**

Our success will offer interested schools a lesson on how to employ their staff, create a schedule, and focus their resources, to develop literacy skills in young children.

**B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.**

**C. What efforts, if any, have you made to build a rapport with the district(s) from which your charter school would draw students?**

Once established the School for Early Literacy will begin to build a rapport with B.P.S. by inviting interested school personnel to visit and see first hand how our educational program works. We hope this is the first step in developing a relationship with the B.P.S. that will encourage them to promote early literacy throughout their school system.

#### **17.) BUILDING OPTIONS**

**A. Describe your present options for a school building.**

Our options include occupying a underused or discontinued parochial school or moving in with a charter school that has already been approved and has a site with extra space.

**B. Describe how this site would be a suitable facility for the proposed school discuss any plans to renovate and bring the facility to compliance with all applicable school building codes.**

**C. Discuss any progress or future plans for acquisition of a school building.**

**D. Describe financing plans, if any.**

#### **18.) CODE OF CONDUCT:**

**A. Discuss any rules or guidelines governing student behavior.**

The School Site Council will prepare a list of rules and guidelines governing student behavior. This code of conduct will be signed by each parent. Rules will be posted in the classroom and common areas of the school.

**B. Describe your school's policies regarding student expulsion and suspension.**

Students who consistently violate school rules or physically harm other students will be expelled or suspended by the Director .



**19.) SPECIAL NEEDS AND BILINGUAL STUDENTS:**

**A. Describe how your school will accommodate special needs students.**

Many students are incorrectly labeled as "special needs students" because the size of the class impedes the teacher from providing for the individual differences of his/ her students. We anticipate that with our small teacher/student ratio of 1-12, inclusive classrooms will exist where each students's needs can be meet while holding all students to the same goals. Not all students have the same abilities. It will be incumbent upon our teaching staff to vary methods and materials to meet the learning styles of individual children.

There will be no pull-out programs.

**B. Describe how your school will accommodate bilingual students.**

The School For Early Literacy will actively recruit bilingual students and teachers to become part of our community, however all instruction at our school will be in English. English language proficiency is crucial to educational and economic achievement in America. Where better to begin the pursuit of this goal than in a School for Early Literacy. With a reduced student/teacher ratio emphasis can be placed upon vital vocabulary development and expressive language skills. Too frequently, separate education in bilingual classrooms delays a students proficiency in English and limits their educational progress.

**20.) FUNDING:**

**A. Devise a start-up budget covering the planning and capital expenses before school opening. See attached**

**B. Do you plan to conduct any fund raising efforts to generate capital or to supplement the per pupil allocations? If so explain.**

No

**C. Using the attached template, devise a 5-year budget covering all projected sources of revenue, both public and private, and planned expenditures.**

**21.) TRANSPORTATION:**

**A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school committee?**

**B. How will students who live outside the local district be transported?**

**C. If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?**

Our school has no plans to provide transportation for our students during our opening year. We will encourage and support our parents efforts to form car pools and make them aware of the various forms of public transportation that serve our school area.





**22.) LIABILITY INSURANCE:**

**23.) GOVERNANCE DOCUMENTS:**

These documents will be submitted upon approval of the charter.



# Charter School Operating Budget

## Five Year Projection

| DESCRIPTION                        | FY 1995 | FY 1996 | FY 1997 | FY 1998   | FY 1999 |
|------------------------------------|---------|---------|---------|-----------|---------|
| <b>REVENUES</b>                    |         |         |         |           |         |
| Per Pupil Tuition Revenue          | 7,013   | 7,223   | 7,439   | 7,602     |         |
| Student Entitlements               | 60      | 90      | 120     | 150       | →       |
| Grants (Include Only if Confirmed) |         |         |         |           |         |
| <b>TOTAL REVENUES</b>              | 420,780 | 650,070 | 892,680 | 1,149,300 |         |
| <b>EXPENSES</b>                    |         |         |         |           |         |
| <i>Direct Student Costs:</i>       |         |         |         |           |         |
| Transportation                     | -       | -       | -       | -         |         |
| Supplies                           | 18,000  | 27,000  | 36,000  | 45,000    |         |
| Computers and Materials            | 5,000   | 5,000   | 5,000   | 5,000     |         |
| Field Study                        | -       | -       | -       | -         |         |
| Insurance Expense                  | 6,000   | 6,300   | 6,615   | 6,945     |         |
| <b>Total Direct Student Costs</b>  | 29,000  | 38,300  | 47,615  | 56,945    |         |
| <i>Personnel:</i>                  |         |         |         |           |         |
| Principal/Executive                | 50,000  | 55,000  | 60,000  | 62,000    |         |
| Teachers                           | 215,000 | 354,320 | 501,798 | 681,297   |         |
| Clerical                           | -       | 25,000  | 25,750  | 26,522    |         |
| Custodians                         | -       | -       | -       | -         |         |
| Benefits                           | 66,250  | 88,580  | 125,449 | 170,324   |         |
| Staff Development                  | 1,000   | 1,500   | 2,000   | 2,500     |         |
| <b>Total Personnel</b>             | 332,250 | 524,400 | 714,997 | 942,643   |         |
| <i>Occupancy:</i>                  |         |         |         |           |         |
| Rent                               |         |         |         |           |         |
| Mortgage                           | Site    | unknown |         |           |         |
| Maintenance                        |         |         |         |           |         |
| Utilities                          |         |         |         |           |         |
| Janitorial Supplies                |         |         |         |           |         |
| <b>Total Occupancy</b>             | 45,000  | 61,500  | 87,750  | 109,687   |         |
| <i>Office:</i>                     |         |         |         |           |         |
| Supplies                           | 1,000   | 1,000   | 1,000   | 1,000     |         |
| Equipment Rental/Maintenance       |         |         |         |           |         |
| Telephone/Communications           | 3,000   | 3,100   | 3,200   | 3,300     |         |
| Accounting & Payroll               | 4,000   | 4,500   | 5,000   | 5,500     |         |
| Printing & Copying                 | 5,000   | 5,100   | 5,200   | 5,300     |         |
| Postage & Shipping                 | 1,000   | 1,100   | 1,200   | 1,300     |         |
| <b>Total Office</b>                | 14,000  | 14,800  | 15,600  | 16,400    |         |
| <i>Other:</i>                      | 330     | 2,070   | 20,718  | 20,625    |         |
| <b>TOTAL EXPENSES</b>              | 420,580 | 647,070 | 886,500 | 1,145,300 |         |
| <b>EXCESS (or DEFICIENCY)</b>      |         |         |         |           |         |
| <b>BEGINNING FUND BALANCE</b>      | 420,780 | 650,070 | 892,680 | 1,140,300 |         |
| <b>ENDING FUND BALANCE</b>         | 200     | 3,000   | 6,000   | 3,000     |         |

Some enrollment

